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ABSTRACT

In 1990, the full-time teaching faculty of Catonsville Community College (CCC) were given a faculty inventory as part of a staff development activity. The staff development program included a faculty meeting devoted to a panel discussion of the seven principles for good practices in undergraduate education designed by the Center for Teaching Excellence. Responses to the faculty inventory were received from 117 faculty members from units throughout the campus. Major results of the survey are as follows: (1) activities such as faculty sharing of experiences, knowing students by name, mentoring, and making special efforts for a diverse student body were often or very often practiced, while activities pertaining to student life and extracurricular activities were the least often practiced; (2) the most frequently practiced activity related to cooperation among students dealt with using performance criteria to determine grades, rather than comparing students to each other; (3) active learning practices were followed often by the majority of faculty members, and an overwhelming number gave their students concrete situations and real-life problems to analyze often or very often; (4) over 75% of the faculty practiced prompt feedback for their students; (5) time on task activities were heavily practiced; and (6) faculty members responded positively to activities such as discouraging inappropriate behavior, using diverse teaching activities, and learning about the varied learning styles, interests, and backgrounds of their students. (JMC)

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Faculty Inventory - Seven Principles for Good Practices in Undergraduate Education.

by Donna Linksz

JC 900 136

Catonsville Community College
Office of Institutional Research

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FACULTY INVENTORY

Seven Principles for Good Practices in Undergraduate Education

The "Inventories of Good Practice in Undergraduate Education" were developed as part of a project by the American Association for Higher Education, the Education Commission of the States, and the Johnson Foundation, Inc. This project also resulted in two booklets, one for faculty and one for an institution as a whole, which can be used by individuals to inventory their practices with regard to undergraduate education.

During February, 1990, the full-time teaching faculty of Catonsville Community College were given the faculty inventory as part of a staff development activity which included a faculty meeting devoted to a panel discussion of the seven principles set up by the Center for Teaching Excellence. Along with their booklets was sent a response sheet so that the faculty could inventory their own practices, respond on the sheets, and return the sheets to the Office of Institutional Research for summarizing for the college as a whole. The separate response sheets were returned anonymously, allowing the faculty members to keep their booklets for future reference.

Catonsville Community College
Office of Institutional Research

Part-time faculty will be inventoried in the future using a similar procedure. The institutional inventory will also be done by a selected representative group of administrators, staff, and faculty.

DEMOGRAPHICS

One hundred seventeen sheets were returned by faculty from units all across campus:

	Number of respondents	%
Business, Social Sciences Human Services	9	8%
Humanities, Communications English	18	15%
Mathematics, Science Engineering	20	17%
Nursing, Physical Education Health, Leisure Studies	18	15%
Technical Studies	16	14%
Developmental Education	3	3%
Occupational Training Center	2	2%

Continuing Education	1	1%
Unknown/no response	30	26%

Eighty-four percent teach at Catonsville, 5% at Carroll, and 11% at both. Eleven percent have taught for five years or less while the remaining 89% have taught for more than 5 years with an average of 16.9 years.

RESULTS

Attached are the results of the survey by statement with responses by category.

The Faculty Inventory has seven sections, one dedicated to each of the following seven principles of good practice:

1. Good practice encourages student-faculty contact.
2. Good practice encourages cooperation among students.
3. Good practice encourages active learning.
4. Good practice gives prompt feedback.
5. Good practice emphasizes time on task.
6. Good practice communicates high expectations.
7. Good practice respects diverse talents and ways of learning.

The Catonsville Community College faculty had many strengths

in each of these areas and a few weaknesses. In the area of student-faculty contact, the activities detailed in statements dealing with faculty sharing of experiences, knowing students by name, mentoring, and making special efforts for a diverse student body were often or very often practiced. The areas pertaining to work with student life and extracurricular activities and taking students to professional meetings were the least often practiced.

Practices dealing with cooperation among students were fairly consistently followed. A mixed reaction occurred for the statement dealing with having students evaluate each other's work and for the one on creating study groups or project groups within courses. The most frequently practiced activity in this section dealt with using performance criteria to determine grades, rather than comparing students to each other. Again the statement dealing with campus extracurricular organizations drew responses which indicated that faculty do not view this as vital to their efforts.

Active learning practices were followed often by the majority of faculty members except in the areas dealing with field trips and outside activities and in the area of research projects by the faculty member. An overwhelming number of faculty members (88%) give their students concrete situations and real life problems to analyze often or very often.

Over three-fourths of the faculty practice prompt feedback involving homework, tests, classroom exercises, evaluations early

in the semester, and written comments on exams and papers. The incidence of pretesting varies greatly, as does requiring students to keep written records of their progress. Few teachers discuss final exam results, probably because of the nature and timing of our final examination procedures; and only 30% communicate with students who miss class.

Time on task activities are heavily practiced. Only the statement dealing with student rehearsing for oral presentations drew less than a 70% response rate in the "very often" and "often" categories.

The statements dealing with high expectations all drew more than two-thirds of responses in the "very often" and "often" categories, with the statement dealing with making clear written and oral expectations at the beginning of the semester drawing 99% in these two categories.

Catonsville faculty support diverse talents and ways of learning in their activities. Only in making provisions for independent study was there a variety of response. Few practice mastery learning or computer assisted instruction or encourage students to customize their majors; but overwhelming majorities responded positively to activities encouraging students to ask questions; discouraging inappropriate, embarrassing behaviors; using diverse teaching activities; and learning about varied learning styles, interests, and backgrounds of their students.

Many comments were written on the response sheets that were returned, dealing with the statements themselves, issues that concern faculty, and possible staff development activities. They are attached.

STUDENT-FACULTY CONTACT

	Very often	Often	Occasionally	Rarely	Never
1. I advise my students about career opportunities in their major field.	34%	33%	27%	4%	1%
2. Students drop by my office just to visit.	26%	24%	41%	8%	1%
3. I share my past experiences, attitudes, and values with students.	48%	38%	14%	-	-
4. I attend events sponsored by student groups.	10%	16%	44%	25%	5%
5. I work with student affairs staff on issues related to student extracurricular life and life outside of school.	5%	12%	21%	36%	26%
6. I know my students by name by the end of the first two weeks of the term.	50%	28%	12%	8%	2%
7. I make special effort to be available to students of a culture or race different from my own.	37%	41%	13%	6%	3%
8. I serve as a mentor or informal advisor to students.	38%	44%	16%	2%	-
9. I take students to professional meetings or other events in my field.	6%	8%	29%	33%	24%
10. Whenever there is a conflict on campus involving students, I try to help in its resolution.	10%	16%	33%	24%	17%

COOPERATION AMONG STUDENTS

	Very often	Often	Occasionally	Rarely	Never
1. I ask students to tell each other about their interests and backgrounds.	31%	33%	24%	9%	3%
2. I encourage my students to prepare together for classes or exams.	45%	25%	22%	5%	3%
3. I encourage students to do projects together.	38%	29%	22%	9%	2%
4. I ask my students to evaluate each other's work.	14%	21%	21%	28%	16%
5. I ask my students to explain difficult ideas to each other.	27%	36%	28%	6%	3%
6. I encourage my students to praise each other for their accomplishments.	22%	31%	25%	16%	6%
7. I ask my students to discuss key concepts with other students whose backgrounds and viewpoints are different from their own.	18%	34%	30%	14%	4%
8. I create "learning communities," study groups, or project teams within my courses.	25%	26%	23%	22%	4%
9. I encourage students to join at least one campus organization.	16%	16%	28%	22%	19%
10. I distribute performance criteria to students so that each person's grade is independent of those achieved by others.	56%	20%	8%	6%	10%

ACTIVE LEARNING

	Very often	Often	Occasionally	Rarely	Never
1. I ask my students to present their work to the class.	23%	37%	30%	10%	2%
2. I ask my students to summarize similarities and differences among different theorists, research findings, or artistic works.	12%	29%	38%	15%	6%
3. I ask my students to relate outside events or activities to the subjects covered in my courses.	44%	35%	18%	3%	1%
4. I ask my students to undertake research or independent study.	37%	25%	27%	11%	1%
5. I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course materials.	47%	37%	12%	3%	2%
6. I give my students concrete, real-life situations to analyze.	62%	26%	8%	4%	1%
7. I use simulations, role-playing, or labs in my classes.	46%	23%	18%	8%	5%
8. I encourage my students to suggest new readings, research projects, field trips, or other course activities.	20%	20%	40%	12%	6%
9. My students and I arrange field trips, volunteer activities, or internships related to the course.	13%	9%	24%	33%	21%
10. I carry out research projects with my students.	12%	11%	15%	30%	32%

PROMPT FEEDBACK

	Very often	Often	Occasionally	Rarely	Never
1. I give quizzes and homework assignments.	71%	22%	6%	-	1%
2. I prepare classroom exercises and problems which give students immediate feedback on how well they do.	56%	29%	13%	1%	1%
3. I return examinations and papers within a week.	85%	11%	3%	-	1%
4. I give students detailed evaluations of their work early in the term.	53%	28%	14%	4%	1%
5. I ask my students to schedule conferences with me to discuss their progress.	50%	18%	23%	8%	1%
6. I give my students written comments in strengths and weaknesses on exams and papers.	57%	24%	12%	6%	1%
7. I give my students a pre-test at the beginning of each course.	26%	11%	16%	19%	28%
8. I ask students to keep logs or records of their progress.	25%	19%	14%	18%	24%
9. I discuss the results of the final examination with my students at the end of the semester.	16%	9%	18%	32%	26%
10. I call or write a note to students who miss class.	13%	17%	29%	28%	12%

TIME ON TASK

	Very often	Often	Occasionally	Rarely	Never
1. I expect my students to complete their assignments promptly.	85%	14%	2%	-	-
2. I clearly communicate to my students the minimum amount of time they should spend preparing for classes.	41%	37%	16%	4%	1%
3. I make clear to my students the amount of time that is required to understand complex material.	43%	41%	11%	4%	1%
4. I help students set challenging goals for their own learning	32%	39%	20%	7%	3%
5. When oral reports or class presentations are called for I encourage students to rehearse in advance.	24%	29%	18%	14%	16%
6. I underscore the importance of regular work, steady application, sound self-pacing and scheduling.	65%	27%	6%	1%	2%
7. I explain to my students the consequences of non-attendance.	78%	17%	4%	-	-
8. I make it clear that full-time study is a full-time job that requires forty or more hours a week.	42%	28%	16%	9%	5%
9. I meet with students who fall behind to discuss their study habits, schedules, and other commitments.	33%	37%	27%	3%	1%
10. If students miss my classes, I require them to make up lost work.	52%	25%	16%	2%	5%

HIGH EXPECTATIONS

	Very often	Often	Occasionally	Rarely	Never
1. I tell students that I expect them to work hard in my classes.	71%	22%	7%	-	-
2. I emphasize the importance of holding high standards for academic achievement.	64%	30%	6%	-	-
3. I make clear my expectations orally and in writing at the beginning of each course.	83%	16%	1%	-	-
4. I help students set challenging goals for their own learning.	36%	40%	19%	2%	4%
5. I explain to students what will happen if they do not complete their work on time.	72%	20%	6%	1%	1%
6. I suggest extra reading or writing tasks.	33%	34%	24%	4%	4%
7. I encourage students to write a lot.	35%	33%	25%	5%	2%
8. I publicly call attention to excellent performance by my students.	34%	34%	22%	8%	3%
9. I revise my courses.	60%	34%	5%	1%	-
10. I periodically discuss how well we are doing during the course of the semester.	41%	35%	22%	2%	1%

DIVERSE TALENTS AND WAYS OF LEARNING

	Very often	Often	Occasionally	Rarely	Never
1. I encourage students to speak up when they don't understand.	92%	4%	4%	-	-
2. I discourage snide remarks, sarcasm, kidding and other class behaviors which may embarrass students.	61%	23%	13%	2%	1%
3. I use diverse teaching activities to address a broad speectrum of students.	47%	39%	14	1%	-
4. I select readings and design activities related to the back-ground of my students.	30%	36%	23%	7%	3%
5. I provide extra material or exercises for students who lack essential background knowledge or skills.	27%	36%	26%	8%	3%
6. I integrate new knowledge about women and other under-represented populations into my courses.	23%	28%	23%	17%	9%
7. I make explicit provisions for students who wish to carry out independent studies within my own course or as separate courses.	14%	31%	27%	13%	15%
8. I have developed mastery learning, learning controls, or computer assisted learning alternatives for my class.	10%	15%	20%	26%	29%
9. I encourage my students to design their own majors when their interests warrant doing so.	8%	18%	19%	22%	33%
10. I try to find out about my students' learning styles, interests, or backgrounds at the beginning of each course.	47%	30%	16%	4%	3%

CATONSVILLE COMMUNITY COLLEGE
FACULTY INVENTORY - RESPONSE SHEET-COMMENTS

I. Student-Faculty Contact. Comments.

002. 7-9. The tone of statement 7 is offensive to me. Students are students and the implication that any group should have more access than any other is ridiculous.

006. I do my best.
7. As with all students regardless.
9. I extend invitation but there are few takers.

007. 7. I help all of them.
9. No provision at CCC.

008. 7. Equal treatment Fall all.

011. I would like to work on 4, 5, 9 and 10.

013. I could use some work in some areas.

014. Career programs have different student profiles and problems.

017. Involvement w/ student activities.

020. I have a hard time learning names of students and need to work on this.

022. 1) We have next to no majors in my field. The 1-2 per year, I speak with at length about career opportunities.
2) Students visited more frequently when I was located in E bldg, rather that AdFac.

023. Depends on course - if students are in trackts for para-professional allied health, it is appropriate for most items in this category especially 1, 3, 6, 8, 9.

034. 7. I make a special effort for every student always.

037. Attend more student-sponsored events.

049. Most students are part time and do not get involved with student issues or extracurricular activities. If they did I would be willing to get involved.

050. I should make a more concerted effort to know my students names.

083. This is the most rewarding aspect of teaching here. Developing a working relationship with several students and seeing them through to graduation or transfer.

101. 6. It may take 3 weeks with large classes!

103. I teach self-paced, so although students only occasionally drop by to chat -- they see me at least once or twice a week. There is lots of contact.

111. I know that I seek to keep some distance because I have experienced manipulation or over familiarity from inmature students.

113. Students in nursing curriculums need financial assistance for attendance at professional seminars/workshosp/conventions.

115. As an adjunct-faculty member and part-time program coordinator, it is difficult for me to be as available to my students as I would like.

II. Cooperation Among Students. Comments.

002. 7. Likewise, I resent the implication of statement 7.

005. Most of these not relevent to content courses with not enough time to cover material.

007. 6. Strange question.
8. We have created structural opportunity for this thru our informal conferences.

008. 7. Lab teams.
8. Lab teams.

011. I would like to work on 4, 8 and 9.

013. I don't know how to do some of these i.e., #10.

017. Learning computer.

022. 6. This doesn't seem very applicable to my classroom situation.

023. Essential in some of the laboratory sciences.

034. 7. I ask them to discuss with all-including those with similar and different ideas.

036. 10. Don't understand: individual performance criteria - e. Detailed performance criteria, b.

037. Encourage students to join organizations.

050. I should

055. #10 is questionable.

101. 8. In ACH courses.

103. Since I don't teach a lecture and students work independently this is one area this method could be improved. I do encourage group work in certain labs and a lot of informal group work occurs but not formal groups.

111. Interactive learning ten times better than straight lecture. I prefer a student-centered class to a teacher centered class.

III. Active Listening. Comments.

005. Most of these are not relevant to content courses with not enough time to cover material.

006. 10. Little opportunity for reasearch at CCC.

007. 2. Courses are factual for most part.
5. Nature of courses do not often render this opportunity.

017. External activities.

022. 4. Depends on the course; very often in some, occasionally in others.

037. Use field trips more when appropriate to the content.

040. Active listening might be an interesting workshop. More teachers could learn more if they listened to students without "their" own responses prepared.

098. I don't feel these questions are appropriate for the lecture format utilized in most of my classes.

103. Interactive video disc is a very active learning system.

111. Difficulty with students whose thinking is opinion based rather than reality based.

IV. Prompt Feedback. Comments.

006. 9. Always if they ask but most students do not come in after the final.

007. 4. Thru exams.
7. Placement tests are given.
8. Time detailed notes and lab workbooks.
9. Students to not meet after final exam.

008. 3. Correct at end of class.

011. I would like to work on 10.

017. Contact students who miss classes.

022. 1. Of course, they always are given homework. I assume this means exercises that are turned in and graded.

5. Only those who are doing poorly.

9. We have no forum for doing this. I do invite students, individually, to make an appointment at the beginning of the next semester.

031. 9. If they come around.

037. Ask students to keep a record of their progress.

055. #9. This is not an opportunity scheduled at this campus.

060. #9. Would like to discuss very often, if schedule would allow. Usually do not see students after final.

066. 3. All the time.
5. Students in danger of failure-A.
8. Students doing indep. work - write logs.

075. 10. They usually call me prior to absence.

098. The final exam is given during finals week.

100. 9. Only a few pick them up.
10. They call me.

103. My students have their tests graded on the spot.
8. They do anyway.

111. Non credit course skill based and competency referenced rather than grade referenced.

V. Time of Task. Comments.

004. 8. But they don't believe it!

006. 9. Such students early make such appointments.

007. 6. Who does not, there are several questions here that are silly.

013. I love item 10 and will employ this immediately.

017. Work with students who fall behind.

022. 5. Do not assign oral reports.
8. Good luck on getting anywhere with this one!
4. My course requirements in themselves do that.

036. 10. Sometimes, in EXP, they can't, thus #7.

040. I find this aspect of teaching difficult. Anything to do with measurement, organization and pacing is not treated intensely by me. I generate work, but I haven't devoted enough time to see how and whether or not learning has taken place.

055. #8. This is clearly not representative of the large number of part time, esp. career oriented students on campus.

068. NUR students are very goal oriented but find to have many additional responsibilities besides education is their lives.

100. 5. Not used.
10. Not relevant - must be flexible in demands when students are working - a lot of work is self-paced.

103. They decide the amount they need.

111. I note that I deliberately avoid telling them too much because I want to shift the bundle of responsibility from me to them.

VI. Communication of High Expectations. Comments.

008. 4. I set goals.

017. Student goal setting.

022. 8. I see some conflict between this and students' right to privacy.

036. #4. I try. This item depends largely on the student.

037. Suggest more reading in addition to class requirements.

068. 2. But realistic.
3. Always
6. When appropriate.
7. Case studies.

088. 7. In EXP.

103. Request to get an A.

111. If I don't keep pulling all the material together for the students they will easily lose it.

VII. Respect For Diverse Talents and Ways of Learning

002. 9 is not applicable.

006. 6. I am not sure how this would fit into a science course in an appropriate way.

007. 5. Mine are science courses based on facts, not ideas.
6. Not relevant.
9. They have already done so.

011. I would like to work on 8.

013. I don't know how.

017. Developmental work.

022. 9. Not applicable to our situation.

023. Don't understand.

036. 6. Some students say too much.
9. I've done so every time I've been asked or found need - with freshman and sophomores. That's not too often.

055. #6. Women are not underrepresented in many fields.

068. 9. Not workable in nursing except for electives on support levels.

069. 8. Computer needs to be done!
9. Inappropriate for this area.

074. 7. Not much opportunity.

075. 9. They are decided on major by the time I meet them.

100. 2. Not necessary
6. Not relevant
8. Other course; I have other methods.

VIII. Relevant Suggestions for Staff Development Programs:

004. Setting individual student goals.

006. 1. Developing computer assisted learning programs.
1. Guidlines regarding having students evaluate each other's work. (It is the last thing some students want: How far should it be pressed?
3. Helping students set and attain learning goals.

007. Most of the questions are based on non-career, non-scientific subjects. Some do not fit with freshman-sophomore levels and some are simplistic. None raises questions about the academic strength of the teacher.

008. 1) Return the "F" grade.
2) Establish something that resembles educational standards.

012. Are we fair in our testing of students or, in class, are we entertaining them and ourselves and then shocking them with "book" questions?

013. I'm sure the results of these forms will provide topics for staff development.

023. 1. Let staff development programs originate from department.
2. Provide more funds for conferences etc., which specialize in the faculities area.

028. I hope you will continue to do S.D. programs in the areas of student motivation, creative teaching styles, computer-aided instruction, etc.

040. A workshop which aids teachers in measuring "actual" learning would be a benefit. Many teachers assume learning has occurred but they have no instrument for measuring their assumptions until a test or quiz is given. By then, it is too late.

043. If you want better teachers give them time for planning and curriculum development. Tech studies teachers don't get enough support. We must sell, promote and take care of equipment. I wish I could just teach.

047. Much of this is not relevant to courses I teach!

052. Keep in mind the OTC operates 7.5 hrs/day - 5 days/wk.

056. 1) Dealing with students with learning disabilities (ie, poor reading skills, poor listening skills).

068. Motivating students. Bill Weinstein - it was GREAT! The entire CCC faculty should have the presentatorial.

111. A "Rap Group" kind of sharing of classroom techniques that produced the desired response.

*End
*Go

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